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ABSTRACT

This curriculum guide is a companion volume to a textbook created by Defense for Children International-USA to meet demands for a course on children's rights and the United Nations Convention on the Rights of the Child. This guide addresses 23 key children's issues from the perspective of the experiences of children of diverse cultures. The issues include the definition of a child; children's best interests; freedom from discrimination; survival and development; nationality; health; parental care; children without families; family reunification; education; armed conflicts; refugees; disabilities; abuse and exploitation; child labor; juvenile justice; narcotics; rehabilitative care; freedom of thought; freedom of expression; protection of privacy; and leisure. Readings for each of these issues portray children in real-life situations. Each lesson includes background information, discussion questions, and suggested activities. The text is illustrated with maps, cartoons, and resource material from diverse cultures. The book is designed for junior high and high school students. Appendixes include the full text of the Convention on the Rights of the Child, and a summary of the articles of the convention. (BC)

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A Global Introduction to Children's Rights

by Dennis Nurkse and Kay Castelle

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In the Spirit of Peace

A Global Introduction to Children's Rights

by Dennis Nurkse and Kay Castelle

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity...

—From the Preamble to the U.N. Convention on the Rights of the Child

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The fact that a country is, or is not, represented in this book, or the fact that one country is represented more frequently than another, is not intended to reflect its overall achievements in regard to the implementation and protection of children's fundamental rights.

Each thematic reading in this book is based on an actual event or situation. Additional information on each topic is on file at Defense for Children International-USA. In certain cases, names have been changed for the protection of the interested parties.

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Defense for Children International-USA
210 Forsyth Street, New York, New York, 10002

Preface

On November 20, 1989, the General Assembly of the United Nations adopted the most important piece of international legislation for children in history: the U.N. Convention on the Rights of the Child.

This treaty proclaims that every child has rights—social, economic and cultural, as well as civil and political—that all others are obliged to respect.

The Convention was drafted in response to crisis conditions that affect children everywhere. By adopting this treaty, societies representing all ethnic groups and political systems agreed that children are entitled to: survival through provision of basic health services; protection from abuse and exploitation; and development through education and the opportunity to participate in society, free from discrimination. Children deserve empowerment and the cooperation of adults on their behalf.

Defense for Children International-USA has structured its children's rights curriculum publications on the theme of the Convention because of the historic importance of the document—as well as the urgency of reaching students with the rights proclaimed in this treaty. The children's rights movement is meaningless without the participation and leadership of children and young people themselves.

Defining children's rights on paper is only a first step in the creation of a world that is truly fair and peaceful for **all** children. Today's students will become leaders in carrying out this task—but only if they understand how these rights apply to the lives of children of different cultures.

In the Spirit of Peace, together with DCI-USA's other curriculum publications, has been written from a global perspective, to help students understand their own rights, as well as the problems that affect the rights of children in societies across the world.

This book is dedicated to those children and adults who are finding solutions.

Defense for Children International-USA ■

Defense for Children International-USA (DCI-USA) is a secular, non-partisan organization which works nationally and internationally to promote children's rights education. A membership organization, DCI-USA also monitors conditions affecting the rights and welfare of children and runs advocacy campaigns.

DCI-USA is the U.S. section of the worldwide children's rights movement, Defence for Children International (DCI), headquartered in Geneva, Switzerland. DCI was founded in 1979 and is comprised of 27 fully-autonomous sections throughout the world. A participant in the drafting of the U.N. Convention on the Rights of the Child, DCI is in consultative status with UNICEF and the Economic and Social Council of the United Nations.

Please write to DCI-USA for membership information.

Defense for Children-International-USA gratefully acknowledges the support of the following, who made publication of this book possible:

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General Board of Global Ministries
Women's Division
The United Methodist Church

General Board of Global Ministries
World Division
Ministry of Women and Children
The United Methodist Church

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■ Contents

Acknowledgments	*ii*
Introduction	*iii*
U.N. Convention on the Rights of the Child	*iv*
Definition of a Child	*1*
The Best Interests of the Child	*2*
Freedom from Discrimination	*4*
Survival and Development	*8*
Name and Nationality	*10*
Health and Health Services	*12*
Standard of Living	*14*
Parental Care	*16*
Children without Families	*18*
Family Reunification	*20*
Education	*22*
Armed Conflicts	*24*
Refugee Children	*26*
Children with Disabilities	*28*
Abuse and Exploitation	*30*
Child Labor	*32*
Juvenile Justice	*36*
Narcotics	*38*
Rehabilitative Care	*40*
Freedom of Thought, Conscience and Religion	*42*
Freedom of Expression and Information	*44*
Protection of Privacy	*46*
Leisure and Recreation	*48*
Appendix I – U.N. Convention on the Rights of the Child (summary)	*51*
Appendix II – U.N. Convention on the Rights of the Child (full text)	*54*

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The World Health Organization of the United Nations, Division of Maternal and Child Health, Geneva, Switzerland *(Survival and Development)*; The Grandmothers of the Plaza de Mayo, Buenos Aires, Argentina *(Name and Nationality)*; Movimiento Nacional de Meninos e Meninas de Rua, Brasília-Distrito Federal, Brazil, and Childhope, New York, New York *(Standard of Living)*; Defence for Children International, Geneva, Switzerland *(Children Without Families)*; Center on War and the Child, Eureka Springs, Arkansas *(Armed Conflicts)*; The Special Education Development Center at Hunter College, New York, New York *(Children with Disabilities)*; Frontlash/AFL-CIO, Washington, D.C. *(Child Labor)*; Committee to End Violence Against the Next Generation, Berkeley, California *(Abuse and Exploitation)*; Fundación para la Protección de la Infancia Dañada por los Estados de Emergencia, Santiago, Chile (Narcotics); Methodist Post-Trauma Center for the Children of South Africa, Durban, South Africa *(Rehabilitative Care)*; Tanja Vogt *(Freedom of Expression and Information)*; Manggagawang Paslit/Child Worker's Bulletin, Institute for the Protection of Children, Quezon City, Philippines *(Leisure and Recreation)*.

For further information on Barbara John, consult *Parting the Waters: America in the King Years 1954-63,* by Taylor Branch, Simon & Schuster, New York, New York.

For further information on Hong Biu Yun, consult "Long, Hard Days—At Pennies An Hour", by Dinah Lee and Rose Brady, in *Business Week*, New York, New York, October 31, 1988.

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pp. 1, 6, 23, 28, 37	Molo Songololo, Cape Town, South Africa
pp. 3, 17, 19	*Así Dibujo Yo*, Fundación para la Protección de la Infancia Dañada por los Estados de Emergencia, Santiago, Chile
p. 5	*The Weekly Mail*, South Africa
p. 15	Movimiento Nacional de Meninos e Meninas de Rua, Brasília, Brazil
p. 33	Center for Protection of Children's Rights Foundation for Children and Child Workers in Asia Support Group, Bangkok, Thailand
p. 39	Foster Parents Plan of Australia and Thomas Baker
p. 41	*Two Dogs and Freedom*, The Open School, Johannesburg, South Africa, 1986; by permission of Barney Rosset & Co., New York, New York
p. 47	*The New York Review of Books*, New York, New York
p. 49	Institute for the Protection of Children, Quezon City, Philippines
p. 50	*The Children's Piece*, Quezon City, Philippines

■ Introduction

In 1988, Defense for Children International-USA piloted a curriculum to introduce the human rights of children to inner-city children on the Lower East Side of Manhattan. This project was launched at the request of the local school district, in light of DCI-USA's experience in writing curricula, creating publications on children's rights, organizing educators' networks in support of children's rights, initiating advocacy campaigns and promoting the U.N. Convention on the Rights of the Child.

The primary textbook for the pilot curriculum was DCI-USA's *In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child*, which examines 23 key children's rights issues in the framework of the articles of the Convention. It has since been reprinted in two revised editions and translated into French, Flemish, German, Spanish and Tagalog. Response to the pilot curriculum was highly enthusiastic, on the part of teachers and students, as well as school administrators and curriculum specialists.

Interest in children's rights issues was heightened after the adoption of the Convention by the U.N. General Assembly on November 20, 1989. Teachers attending conferences and seminars on the Convention began to move the scholastic community towards a greater awareness and involvement in children's rights. In New York City schools, this interest was also stimulated by strong commitments on the part of the New York City Council and the Mayor's Office to support the Convention locally.

To meet both local and national demands for a comprehensive course on children's rights and the Convention, DCI-USA created a new textbook to complement *In the Child's Best Interest*. *In the Spirit of Peace*, the new companion volume, addresses the 23 key children's rights issues from a different perspective: through the experiences of children of diverse cultures. Readings portray children in real-life situations, often playing positive roles in coping with the difficulties of daily living.

Teachers and students are provided with discussion questions, suggested activities and background information on each issue. The text is illustrated with maps, cartoons and resource material from diverse cultures. The book is designed for students in junior high and high school. Teachers and students are encouraged to use this material "in the spirit of peace", recognizing that classes will develop their own activities—and their own awareness of children's rights.

U.N. Convention on the Rights of the Child ■

The U.N. Convention on the Rights of the Child defines the rights and needs of children from a wide perspective, and outlines the duties and responsibilities of governments and other adults to children and their families. The Convention establishes children's social, economic and cultural rights, as well as their civil and political rights.

The Rights of the Child can be broadly categorized under three main headings: **right to survival**, **right to protection** and **right to develop**.

The Right to Survival

through the provision of adequate food, shelter, clean water and primary health care

The Right to Protection

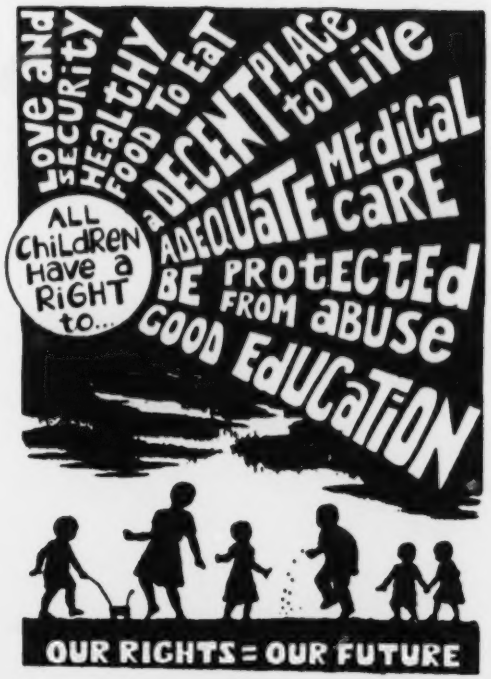
from abuse, neglect and exploitation, including the right to special protection in times of war

The Right to Develop

in a safe environment, through the provision of formal education, constructive play, advanced health care and the opportunity to participate in the social, religious and political life of the culture—free from discrimination

A summary of the articles of the Convention on the Rights of the Child appears in Appendix I of this book; the complete text of the Convention appears in Appendix II.

Definition of a Child


LOVE AND SECURITY
HEALTHY FOOD TO EAT
A DECENT PLACE TO LIVE
ADEQUATE MEDICAL CARE
BE PROTECTED FROM ABUSE
GOOD EDUCATION
ALL CHILDREN HAVE A RIGHT TO...
OUR RIGHTS = OUR FUTURE

Source: Molo Songolo, Cape Town, South Africa

The first paragraph of the U.N. Convention on the Rights of the Child proclaims:

> *Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.*

Children are, therefore, members of the human family who have rights that all others are obliged to respect.

However, in some cases children's rights may differ from adults' rights. Historically, most societies have judged that children are not ready to exercise certain civil rights, such as voting. As well, a tradition of national and international legislation stretching back to Roman times says that children have unique needs and deserve special rights, because they are more vulnerable than adults.

The legal definition of a child in the U.N. Convention on the Rights of the Child is simple: "...a child means every human being below the age of 18 years..." In practice, this age limit may vary slightly from country to country, depending on cultures and legal systems.

The Best Interests of the Child

Evan Connell

Evan Connell was a 12-year-old child locked up in the Indiana Boys School, a detention home, in 1974. Evan had been sent there after running away from home twice. Of the 400 children who were incarcerated, one-third had been sentenced to serve time for offenses which, like Evan's, would not have been judged to be criminal if they had been committed by adults.

Guards used big paddles to threaten the children. Evan had friends who were severely injured. Evan himself was beaten by a guard. He had to sleep face-down for the next three nights because his back was so badly bruised.

The professional staff had no training or experience in counseling children. They did not even have the college degrees which are necessary to legally provide therapy services.

Concerned adults found out about Evan and the other children. They filed a complaint with the U.S. Court of Appeals, alleging that the children were being denied rehabilitation and adequate care.

The judges decided that the children had the legal right to treatment by qualified professionals. As a consequence, the guards were fired and trained staff—who wanted to help the children solve their problems and return home—were hired.

Evan is now an adult and doesn't dwell on his experiences in the Indiana Boys School. But the case that was argued on his behalf, known as the **Nelson v. Heyne Decision**, *is famous for establishing the rights of children in institutions in the U.S.*

- In 1984 in the U.S., 400,000 minors were kept in detention centers to wait for their cases to be decided. 65,000 were sentenced to detention centers after their cases were heard.
- In the Soviet Union, minors in detention are sometimes forced to work up to seven days a week. One detention home official commented, "After all, we're running a prison, not a resort."

The Convention states . . .

The best interests of the child shall be a primary consideration in all judicial and administrative actions concerning children. A child capable of forming his or her own views shall have an opportunity to be heard in judicial or administrative proceedings.

The State shall ensure competent supervision of personnel of institutions directly responsible for the care of children.

See Articles 3 and 12

Discussion Questions

- ☐ What is the purpose of sending a child to an institution after the child has broken a law? Is it to help the child or to protect society from the child?
- ☐ Many children are sent to institutions for behavior that would not be criminal for adults. Can you think of examples of things a child might do which would result in s/he being sent to an institution, while an adult would not be incarcerated?
- ☐ Why do people attempt to make other people do things by the threat or use of physical force? What problems might this cause? Can you think of reasons why this might create special problems for children?

Rodrigo – Chile

Activities

1. Pretend you are Evan Connell, locked in an institution. Guards are threatening you. Write a message about what's happening to you. Invent ways to smuggle the message out.
2. Write a play about the story of Evan Connell. Act I: Evan runs away from home. Act II: Evan is threatened by a guard in a detention center. Act III: Evan testifies at the trial. Act IV: Evan is reunited with his family.

Freedom from Discrimination

An Enemy of the State

Brad Zulu Thembe, a Black South African youngster, reports in testimony on file with Defense for Children International-USA:

I was arrested on June 19th, 1986. At first I was accused of being involved in an attack on a police station. I was able to prove I was not present and did not know anything about it. A major said to let me go.

But a detective said, 'No, you cannot release this one. He's a president of a student organization. He knows everything. You've got to detain him. Torture him if you have to.'

I was detained more than three months. The stress was heavy. Sometimes you could hear people being tortured. From two o'clock in the afternoon to eight in the morning you sit without eating. You're put in an isolated cell and there's an intercom, and when they think you're going to study, they put the music on quite loud all the time.

There were 25 to 30 kids under fourteen. About 5% were charged with crimes. 100% were beaten.

The youngest in detention was eight years old. When he was brought in, his face was swollen. He said he'd been assaulted by the police. He was religious, and an activist in a township. He was asked to give the names of all the activists, which he did not know, because he was still in primary school. Because he failed to give information, the police said, 'He's an enemy of the State.'

He was in prison for, I would say, one and a half months. We fought against his detention. We went on hunger strikes for three weeks or so. They were forced to release him because they were afraid that the news might leak out to the media, and the people would become aware of the evils. They were forced to release him because of our pressure.

- In South Africa, the racist government upholds apartheid, a system which deliberately denies Black people their rights.
- Under apartheid, thousands of Black children have been shot to death by police. Many were shot in the back with high-caliber weapons while they tried to run away.
- Black children in South Africa have been routinely tortured. In 1988, 86% of the 500,000 imprisoned children were assaulted.
- Three million Black children in South Africa – one of the wealthiest countries in the world – suffer malnutrition.
- 90% of Black children are separated from their fathers by passbook laws which deny parents who work the right to live with their families.

The Convention states . . .

All rights set forth in this Convention shall be extended to each child, irrespective of the child's, or his or her parent's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other basis.

The State shall ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions or beliefs of his or her family.

See Article 2

Discussion Questions

- ☐ To his jailers, Brad Zulu Thembe must have seemed powerless. But he successfully refused to be dominated. What motivated him to resist? What tactics did he use?
- ☐ In Soweto, South Africa in 1976 – and in Birmingham, Alabama, in 1958 – Black children were the leaders of movements to end racial discrimination. Do you know any children who are leaders?

Activities

1. For free information on discrimination in South Africa, write to: United Nations Center Against Apartheid, Room 3275, United Nations, New York, NY, 10017.
2. Research and write a brief report on the life of Mahatma Gandhi, the Indian leader who lived part of his life in South Africa. What might Brad have learned from the tradition of Mahatma Gandhi?
3. Imagine you're Brad. You've been released from prison because of the pressure of activists from around the world. What are your concerns? Imagine and describe your first three months out of prison.

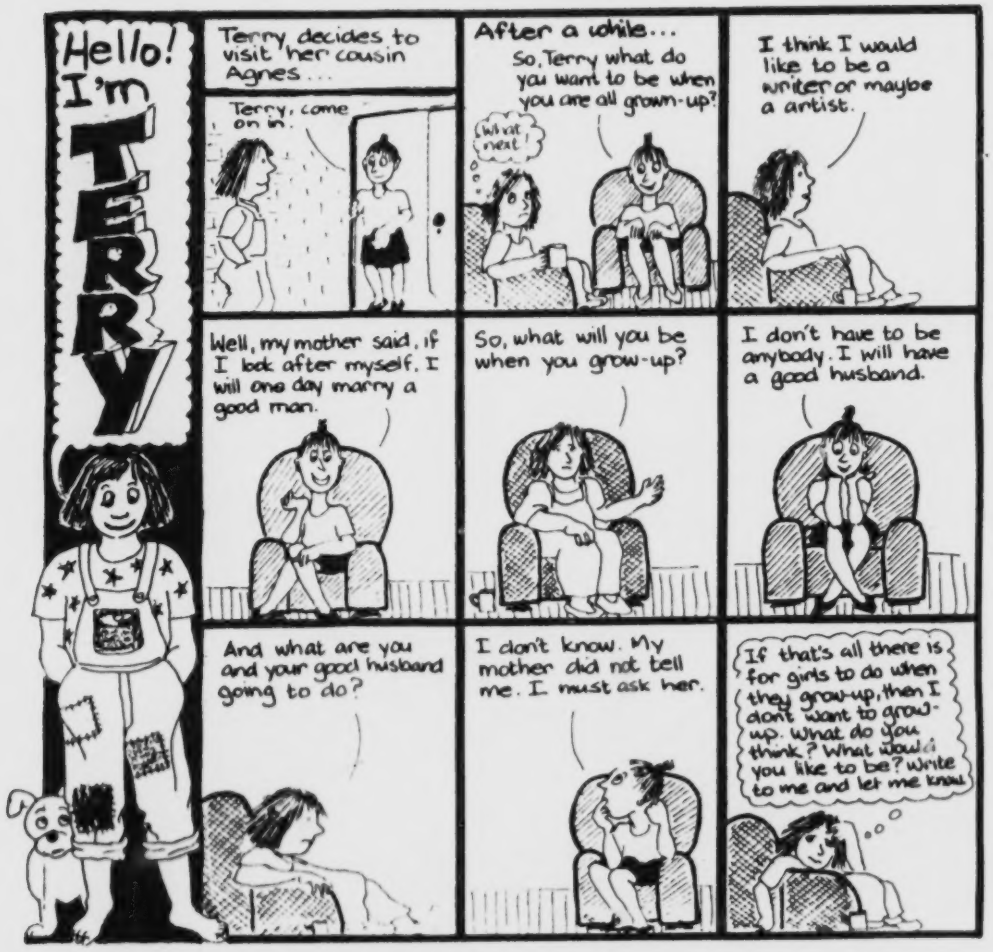
This child is a danger to your health

This child is the symbol of the Free the Children Campaign.
You can be fined R20 000 and jailed for 10 years for promoting the campaign.
So:
- Don't wear this symbol.
- Don't put it on your car.
- Don't send it to the Minister of Law and Order.

You could end up in detention yourself.
And no-one will be able to campaign for your release.

This advertisement was placed by human rights activists who were protesting censorship and imprisonment of children.
Source: The Weekly Mail, South Africa, April 16-23, 1987

Freedom from Discrimination


Hello! I'm TERRY
Terry decides to visit her cousin Agnes...
Terry, come on in.
After a while...
So, Terry what do you want to be when you are all grown-up?
(What next!)
I think I would like to be a writer or maybe a artist.
Well, my mother said, if I look after myself, I will one day marry a good man.
So, what will you be when you grow-up?
I don't have to be anybody. I will have a good husband.
And what are you and your good husband going to do?
I don't know. My mother did not tell me. I must ask her.
If that's all there is for girls to do when they grow-up, then I don't want to grow-up. What do you think? What would you like to be? Write to me and let me know.

Source: Molo Songololo, Cape Town, South Africa

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Freedom from Discrimination

Discussion Questions

- ☐ What could you as an individual do to fight discrimination? What could you and your classmates do to fight discrimination?
- ☐ Have you ever felt uncomfortable, and then later realized it was because you were being discriminated against?
- ☐ When was the first time in your life you felt you were being discriminated against (if ever)?
- ☐ Have you ever discriminated against someone else? If so, how?
- ☐ How are children discriminated against? How are old people discriminated against?
- ☐ Why might children be especially hurt by discrimination?

- In Bangladesh, a female child is three times more likely to suffer from malnutrition than a male child.
- In the U.S., there are Native Americans who remember being beaten for speaking their native language in school.
- In 1988, a youth organization in Vietnam denounced the practice of discriminating against young people whose parents held opinions that were not acceptable to the Communist government.
- After the nuclear disaster at Chernobyl in the Soviet Union, children of local officials of the ruling Communist party were immediately evacuated to "rest homes" far away. Other children who lived in the area were told there was no danger.

Activities

1. Ask half the class to stand up. Talk about music, movies and T.V. shows. The students who are standing are not allowed to talk or answer questions.
2. Make a list of T.V. programs that you think are discriminatory and write letters expressing your viewpoints to the appropriate T.V. networks.
3. List all the different forms of discrimination you can think of. What changes could you make in yourself to struggle against discrimination in your life?
4. Subscribe individually, or as a class, to *Molo Songolo*, a magazine produced in South Africa for all children. It contains comics, stories, puzzles and word games and speaks to the rights of the child. Write to *Molo Songololo*, Community House, 41 Salt River Road, Salt River, Cape Town, South Africa.

Survival and Development

Learning from the Poor

In the past, health experts who wanted to help the poor believed the solution was to sell them expensive medical equipment and persuade them to change their traditional life styles.

Now, many development workers believe it is more productive to live with the poor, learn from them and then support their strengths.

In Manicaland, Zimbabwe, the people who know most about delivering babies are the Vanambuya – the traditional midwives. Working together, Western-trained nurses and Vanambuya make kits for successful deliveries using only basic, locally-available materials. These simple kits contain everything the midwives need.

Nurses and Vanambuya prepare for a clean delivery by making soap out of vegetable oil, caustic soda and water, and a few drops of perfume. They pour the mixture into gourds and let it dry.

The Vanambuya designed a way to have clean water for hand washing in times of drought. They make a hole in the bottom of a tin can and close it with a tapered stick. The can is then filled with water and fastened to a tree. Water trickles out for hand washing when the stick is jiggled. The water in the can does not get dirty.

Rags are boiled for twenty minutes, so they are sterile for use as dressings. If fuel or water is scarce, the Vanambuya add caustic soda to the water and boil the rags for five minutes.

Vanambuya sterilize needles and razors by passing them through fire until they turn red. Plastic sheets for birth surfaces are sterilized by exposure to the tropical sun.

An observer from the World Health Organization commented, "Clean is a celebration of all nature's life forces providing appropriate birth care through delivery of cleanliness in the form of water, fire, plants and a ray of sunshine."

- Malnutrition-related child blindness can be prevented by a single, one-time dose of vitamin A, which costs pennies.
- The routine provision of a single drop of silver nitrate in each eye of a newborn child can prevent blindness caused by infection contracted during delivery. Silver nitrate is extremely cheap.
- Measles kills 1.5 million children a year throughout the world. A child can be protected from measles by receiving a single shot that costs about 13 cents.
- Every day, pneumonia kills 6,000 of the world's children. Most cases could be treated easily using antibiotics costing less than one dollar.

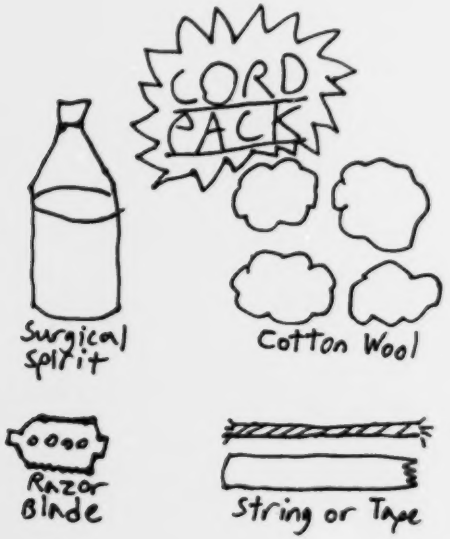
The Convention states . . .

Every child has the inherent right to life, and the State shall ensure to the maximum extent possible the survival and development of the child.

See Article 6

Discussion Questions

- ☐ Do you think it might be hard for a Western-trained doctor to recognize that the Vanambuya have skills?
- ☐ Would it be easy for a Western doctor to practice in the desert, without running water or electricity?
- ☐ Have you ever known anyone who had traditional skills that were not appreciated?
- ☐ Can you see why it was important for the drafters of the Convention on the Rights of the Child to include Article 6?



Activities

1. Imagine you're a woman who just gave birth to a child in the desert. The Vanambuya helped you, but now they have to help other women who are expecting babies. You're on your own. What problems might you face?

   What problems would you face if you had no electricity? No running water? No plumbing?

2. For free information on programs that support the skills of people who live in poor countries, write to: "Students' Curriculum Materials", OXFAM, 115 Broadway, Boston, Massachusetts, 02116.

Name and Nationality

The Grandmothers of the Plaza de Mayo

In 1976, a military dictatorship took power in Argentina. Soldiers and paramilitary groups who had combatted left-wing insurgents soon began killing or kidnapping anyone whose opinions or background seemed suspicious. Eventually, some 20,000 civilians were seized by the army and 'disappeared'. Many of the victims were children and pregnant women.

A group of women whose sons and daughters had 'disappeared' began to demonstrate every Thursday at a square outside the military headquarters. They demanded to be reunited with their loved ones. These women came to be known as the "Mothers of the Plaza de Mayo", and became famous throughout the world for their courage.

The mothers are now grandmothers, and the organization is known as the Grandmothers of the Plaza de Mayo. According to the "Grandmothers", over 150 babies were born to pregnant women in military detention centers during the period of dictatorship between 1976 and 1983. These babies were taken from their mothers and given false birth certificates forged by the military dictatorship. The false papers said that the babies were the children of families that supported the dictatorship. Then the babies were given as presents to those families. The dictatorship planned for the infants to grow up without knowing their true identities – and without knowing that their real parents had been killed by friends of the families that were raising them.

The dictatorship has now been overthrown, and the "Grandmothers" are devoting their lives to finding the kidnapped children and reuniting them with their real families. Genetic tests can determine who a child's real parents are.

When the Convention on the Rights of the Child was adopted by the U.N. General Assembly, the "Grandmothers" issued a statement in support of the treaty, saying, "We participated actively in the drafting of this document...and we worked for the inclusion of those articles which determine the child's right to a name and nationality, and for the preservation of his or her identity. We believe these precepts are directly relevant to the situation of children who disappeared for political reasons in Argentina."

The Convention states . . .

The child has the right to a name, to acquire a nationality, and, as far as possible, to know and be cared for by his or her parents.

The State shall provide protection and assistance in re-establishing identity when a child is illegally deprived of it.

See Articles 7 and 8

Name and Nationality

Discussion Questions

- ☐ How do you feel when someone makes up a nickname for you, and uses it instead of your real name?
- ☐ How would you feel if you had no real name?
- ☐ How would you feel if your school kept changing your name, according to scores on tests?
- ☐ Who chose your name?
- ☐ Suppose you had no nationality. What rights would you lose?

South America

Activities

1. Try to spend a day without using your name.
2. The military dictatorship in Argentina is no longer in power. Should the Grandmothers of the Plaza de Mayo forget about the past, and not re-open old wounds? Or should they keep looking for children who were separated from their real parents?

   Write a brief essay defending either point of view.
3. Write to the Grandmothers of the Plaza de Mayo, in care of Defense for Children International-USA.

Health and Health Services

Luisa Gomez

Sixteen-year-old Luisa Gomez lives in a shanty town called El Limón just outside San Salvador, the capital city of El Salvador.

Luisa joined a health education project when she was fourteen. She learned how to perform vaccinations and prepare simple analgesics and antibiotics. She also learned how to prepare and administer oral rehydration solution—a simple way of preventing dehydration due to diarrhea, which is the leading cause of infant death. She can deliver babies. She's very proud of her knowledge of traditional Salvadoran herbal medicine.

Luisa feels that her most important work is public education: organizing trash disposal in a community without garbage trucks or dumps, and encouraging people to clean up pools of water that breed mosquitos.

Sometimes it's very hard for Luisa to get adults to listen to her. Even though she wasn't sick, she had to drink a glass of oral rehydration solution in front of the community council, to prove to people that the mixture wasn't poisonous.

Luisa's work hasn't changed her life outwardly. El Limón is much too poor to have laboratory facilities, so she prepares medicines in the same smoky kitchen where the women of her family have always spent the day cooking. With younger brothers and sisters to care for, she has little possibility of a career.

Luisa's skills have changed her sense of the future. She works beside people who are doing what their parents and grandparents did, and she's proud of them. But Luisa feels she's creating her own destiny, even if she never leaves El Limón.

Because of Luisa, parents in the community no longer feel they have to accept as fate the possibility that their infant children will die of dehydration.

- 80% of the world's population doesn't have clean drinking water.
- From 1979 to 1989, the United States fell from 6th to 20th place in the control of infant mortality.
- In Harlem in 1986, infant mortality rose by 22% in one year.
- The percentage of U.S. children immunized against preventable diseases diminished between 1980 and 1985.

The Convention states . . .

The child has a right to the highest attainable standard of health and to medical and rehabilitation facilities. The State shall take appropriate measures to: diminish infant and child mortality; ensure the provision of necessary medical assistance and health care; combat disease and malnutrition; ensure health care for expectant mothers; develop preventive health care and family planning education services.

The State shall take measures to abolish traditional practices prejudicial to the health of children.

See Article 24

Discussion Questions

- ☐ Did reading about Luisa change the way you view health care?
- ☐ Luisa felt her "sense of the future" had changed. Do you see your future as "fate" – something decided by other people – or do you see yourself as choosing your own path?
- ☐ How are people responsible for their own health?
- ☐ What are some of the "health care services" you may have that others lack?
- ☐ In what ways would it affect your health if you didn't have clean water?
- ☐ Which services that your doctor and dentist provide depend on having access to a source of electricity?
- ☐ How could people in the U.S. learn from Luisa Gomez?

Activities

1. Dehydration caused by diarrhea kills 3 million children a year. In the majority of cases, prevention of dehydration caused by diarrhea is within the power of the parent – or the child – if they know the low-cost health practices to follow.

   One example is the preparation and administration of oral rehydration solution. This solution contains salt, an essential mineral which helps the body retain fluid. Scientists worked out the exact proportions that make the solution easy to digest. Anyone who knows the formula can prepare it easily.

   Prepare your own oral rehydration solution. This is how Luisa made it in El Limón:

   1. Fill a soda bottle with water and pour it into a pan.
   2. Boil the water.
   3. Add to the boiled water the juice of one orange, two teaspoons of sugar and 1/2 teaspoon salt; stir well.
   4. Let the solution cool; pour it into a cup.

2. Are there any health hazards in your school? Can you do anything – as an individual or as a class – to reduce these hazards? How can you improve the health conditions in your neighborhood?

   Create posters for the classroom or school hallways which illustrate and explain ways for students to improve health conditions.

   Write articles for the school and neighborhood newspapers to inform even more people.

Standard of Living

Homeless Children Take Charge of Their Lives

In Brazil, 9 million children are completely homeless – although the country is the richest in Latin America. 36 million kids are abandoned.

In 1986, homeless children banded together in Rio de Janeiro to form the Movimiento Naçional de Meninos e Meninas de Rua (National Movement of Street Children). This movement holds democratic national congresses and lobbies the Brazilian government. Children demand their rights under international law. They exchange experiences, help each other and organize to fight sexual abuse, police brutality and economic exploitation.

Working children, who used to have to compete against each other to shine shoes and sell candy, formed collective bargaining units. They refused to give up their hopes for education and the love of a family. However, they realized they would have to face the fact that they were exploited and unite before they could find satisfaction in their lives.

In a 1989 newsletter, members of Movimiento Nacional de Meninos e Meninas de Rua asked three questions: "What country am I a citizen of," "What history am I a hero of," and "Who stole my right to live a child's life?"

The organization now has 100,000 members. At a recent gathering, 800 street children addressed the Brazilian Parliament. Children took over the speakers' podium and demanded their rights to health, education and personal safety. Journalists had come from as far as Japan and West Germany to cover the event, and politicians shoved each other aside to be included in the pictures.

- 40% of all poor people in the U.S. are children.
- A child in the U.S. is twice as likely to be poor as an adult.
- In the U.S., the younger a child is, the more likely s/he is to be poor.
- In a single year – 1986 – the number of homeless children in Washington, D.C. increased by 500%.
- In New York City, almost half of all people in homeless shelters are children. The average age of a homeless child is 6.
- 75% of all rental units on the market in America either exclude or restrict children as tenants.
- There are 500,000 homeless children in America.

The Convention states . . .

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

The child's parents or guardians have the primary responsibility to secure the conditions of living necessary for the child's development; the State shall assist parents to implement this right and, in case of need, provide assistance with regard to nutrition, clothing and housing.

The child has the right to benefit from social security.

See Articles 26 and 27

Discussion Questions

- ☐ The homeless children made a choice to do something about their condition. Have you ever made such a choice in your life?
- ☐ Why might poverty be especially hard for children?
- ☐ Many people stereotype homeless people as "not being willing to work". How would a 6-year-old homeless child feel about this argument?
- ☐ The Convention defines "social and economic rights" as equal in importance to "political and civil rights". Can you see why this is true for homeless children?
- ☐ Have you ever stayed in a place where there were no cooking facilities? No bathroom? No running water?
- ☐ How would it affect you if you had to sleep in a place where strangers could watch you?
- ☐ Have you ever been accidentally locked out of your home? For how long? What happened?

Source: Movimiento Nacional de Meninos e Meninas de Rua, Brasilia, Brazil

Activities

1. List the things you do in a typical day. Discuss how these activities would be affected if you had no home and no mailing address. List the ways your family would be affected if they didn't have a mailing address.
2. Why do you think the Brazilian homeless children asked the three questions: "What country am I a citizen of," "What history am I hero of," and "Who stole my right to live a child's life?" Imagine how the children might have answered these questions.
3. Put on a class skit based on the Movimiento Nacional de Meninos e Meninas de Rua and the Brazilian Parliament.
4. Make up a speech for a politician addressing a crowd of homeless children.

   Make up a speech for a homeless child addressing a group of politicians.

   Make up questions that a visiting journalist might ask. What questions might s/he ask the politicians? The homeless children?

Parental Care

William and Fawn Holton

William and Fawn Holton, aged 8 and 10, lived with their parents in a small village in New York State in the early 80's. 1984 was a particularly hard year for the family. First, Mr. Holton was laid off from his job in a factory. Then the business where Ms. Holton worked was closed. As winter approached, the family no longer had the money to pay the rent on their house. They received an eviction notice. Desperate, the Holtons looked for help. They were told they were not qualified to receive assistance from the government.

As a last resort, they approached the Department of Social Services about obtaining help with the cost of providing for their children. Officials told them they could give up their children – and have them back when they were making enough money to provide a decent home. William and Fawn were taken into foster care.

For two years, their parents visited them each week. The Holtons cooperated in every way with the social agency that was supervising William and Fawn's progress in their prosperous foster home.

Eventually, the Holtons found new jobs working on a farm. Bit by bit, they saved money for the day they could take their children back. They were able to rent their own house again and fixed up a room for the kids.

But the social worker said they couldn't take Fawn and William. She felt the Holtons were not rich enough, and that the foster parents did a better job of raising the children. The Holtons petitioned Family Court for the return of their children. When the case was heard in court, expert witnesses testified that the Holtons now had the means to take good care of their children. Then William and Fawn took the stand. They said they wanted to be with their birth parents.

But the judge said no. He listened to the social worker, who agreed that the Holtons might be able to meet their children's needs – but insisted that the new parents could meet their needs "better".

In 1990, Fawn and William were still living with their foster parents.

The Convention states . . .

Both parents have common responsibilities for the upbringing and development of the child. Parents or guardians have the primary responsibility, with the best interests of the child as their basic concern.

The State shall give assistance in this regard and ensure the development of institutions, facilities and services for the care of children. The State shall ensure that children of working parents benefit from child care services.

The State shall respect the responsibilities, rights and duties of parents or guardians and provide appropriate direction and guidance in the exercise by the child of the rights recognized in the Convention.

Children have the right to live with their parents unless this is incompatible with the child's best interests. A separated child has the right to maintain contact with both parents; the State shall provide information when separation results from State action.

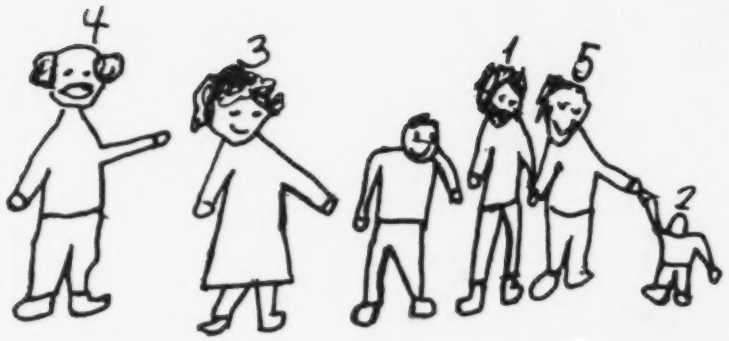
See Articles 18, 5 and 9

28

Parental Care

Discussion Questions

- ☐ Should William and Fawn stay in foster care because they will receive the benefits of a middle-class home and education?
- ☐ Should authorities make decisions that affect people's lives on the basis of their income?
- ☐ Should families who have problems have the right to counseling and material services, so that they can stay together?
- ☐ As a parent, whose needs come first – yours or your child's?



Juan – Chile

Activities

1. Imagine you are Fawn or William. Write a week of diary entries about your life in foster care.
2. Imagine you are Fawn or William. You are now a grown-up. Write a letter to the judge who decided your case. Tell him the story of your life.
3. Re-enact the court hearing. Play the parts of William, Fawn, the judge, the parents, the foster parents and the social worker.

Children without Families

To Know One's Roots

Marie-Eloise Durand reports:

I was born in Latin America, in Argentina, but I do not know what part of the country I'm really from. I live with my adoptive parents in Switzerland. They know something about my origin, but they refuse to say anything about it. From what I learned only a short time ago, I was adopted when I was a few months old. Some documents I came across, by chance, two years ago in Buenos Aires made me think that, in my case, a purchase was involved.

Right now, I'm trying to find out who my parents are, what region I came from and to what ethnic group I belong. I think that it is very important for any human being to know his ancestry, if for no other reason than to acquire a sense of personal security. This is something I have always lacked.

I don't hold it against my adoptive parents that they adopted me. But I am against keeping unlawfully adopted children in the dark about their origins. If I were fortunate enough to know who my people are, I would want to do something for them. I will not feel whole, like a real woman, until I know where I came from.

- Overseas adoption, once a solution to emergency situations, is now an established adoption alternative.
- 8,000 official adoptions of children from other countries were recorded in the U.S. in 1984.

The Convention states . . .

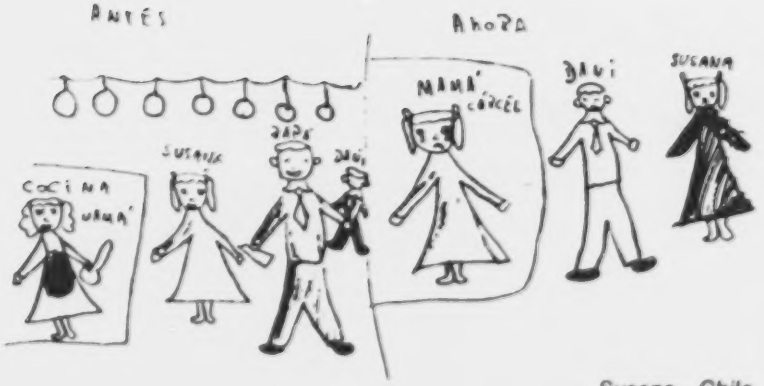
A child temporarily or permanently deprived of his or her family environment, or who cannot be allowed to remain in his or her own best interests, shall be entitled to special protection and assistance and alternative family care.

The State shall facilitate and regulate the process of adoption and shall prevent the abduction, sale and trafficking of children.

See Articles 20, 21 and 35

Discussion Questions

- ☐ What problem does the speaker seem to have with her adoptive parents? Why might her adoptive parents act the way they do?
- ☐ Why might the speaker be worried about her biological parents?
- ☐ Is there one special person in your family you identify with – whose interests and values you share?
- ☐ Without feeling the need to answer out loud, think about whether there's something in your life that you feel other people have that you don't.
- ☐ The framers of the Convention on the Rights of the Child felt that it was necessary to have international laws to protect children because so many domestic problems facing children were becoming international in scope. Why is regulating adoption an international issue? What other rights require international monitoring?



Susana – Chile

Activities

1. Imagine you are the speaker in "To Know One's Roots". Write a letter to your adoptive parents. What problems might you want to work out? Write a letter to your biological parents.
2. Put on a skit. The speaker's biological parents come to visit. Her adoptive parents are staying with her. What happens?

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Family Reunification

Roberto Rios Soto

Roberto Rios Soto was a 14 year old in Honduras who came from a poor family. He helped support his family by painting houses.

Roberto's father held political views that were not popular with the local authorities. Roberto's family's land was seized. Family members were threatened, and Roberto's brother left for Canada. Then Roberto was forcibly drafted into the Honduran army.

Roberto was harshly treated in boot camp. He was told his family were traitors. Because of his age, he was exhausted by the military drills, and ridiculed when he could not perform as well as the other privates.

After almost a year in the military, he met recent recruits from his neighborhood who told him his father and mother had been harassed and had left the country.

Roberto decided to escape and rejoin his family. He waited until no one was looking and ran away from the barracks. He burned his uniform and his military papers, keeping only his family's address in Canada. Then he began walking and hitchhiking north.

In Texas, Roberto was caught without papers by U.S. Immigration and Naturalization Services officials. He was locked up, and a court hearing was scheduled. He was afraid he would be sent back to Honduras, because he had not entered the U.S. legally. If he were deported, he might be shot as a deserter. He wrote a letter to his family in Canada asking for help. He didn't know if he would receive an answer.

In Canada, Roberto's family received the letter. They looked through the phone book for organizations that might help Roberto. Finally, they contacted Gladys Rothman, a children's rights activist. Gladys and her associates were able to arrange for a lawyer for Roberto in Texas.

Roberto's family wrote to the judge in Texas, saying, "We are willing to post bond for Roberto. We will do everything to provide for him."

The judge refused to let Roberto go or give him refugee status in the U.S. But Roberto was allowed to appeal the decision.

At the time of this writing, Roberto remains in detention in Texas. Either he will be allowed to rejoin his family in Canada, or he will be sent back to Honduras. One important factor in determining Roberto's fate is the amount of support he receives from people in the United States and Canada who believe that children have the right to live with their families.

The Convention states . . .

The child has the right to leave or enter any country and to maintain regular contact for family reunification.

The State shall try to combat the illicit transfer and non-return of children abroad.

See Articles 10 and 11

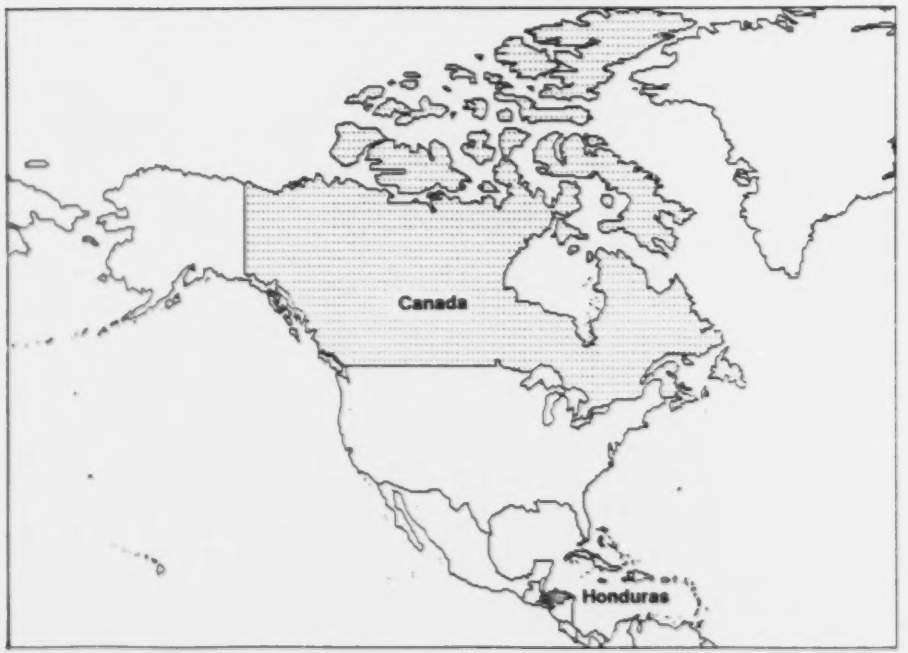
32

Family Reunification

Discussion Questions

- ☐ What does "family reunification" mean to you?
- ☐ Was Roberto justified in deserting the army and trying to rejoin his family?
- ☐ The Convention on the Rights of the Child is a treaty between governments. From reading Roberto's story, can you see why "family reunification" was included in an international treaty?
- ☐ This book examines many problems that affect children. Which problems might also cause families to separate?

North and Central America



Activities

1. Imagine you're Roberto in the Honduran army. What bothers you most? Write a letter to your family.
2. Write to Defense for Children International-USA and find out what happened to Roberto.

Education

A 16 Year Old Fights for the Right to Education

In 1951, in Farmville, Virginia, African American children went to school in tar paper shacks that had no heat. Teachers gathered firewood so their students could stay warm. Teachers drove the school buses. When they demanded improvements so their students could get a better education, county authorities refused to help.

Barbara Johns, a 16-year-old junior, called a school assembly on her own initiative. Students joined her in a strike for decent conditions. Barbara then contacted lawyers, who thought she was an adult and agreed to meet "without the children."

When the lawyers came, they found an assembly of united children and adults. A local preacher declared, "Anybody who would not back these children after they stepped out on a limb is not a man."

The lawyers tried to back out, explaining they could not sue for better schools – only for integrated schools. The children insisted that they take the case.

Consolidated with four other law suits, the case initiated by Barbara Johns reached the U.S. Supreme Court as part of **Brown v. Board of Education of Topeka** *– the historic decision which states that all Americans have the right to an equal education.*

- On an average morning in Chicago, about 5,700 children in 190 classrooms come to school only to find they have no teacher. Victimized by funding shortages, the system can't afford sufficient substitutes to take the place of missing teachers.
- Public schools in affluent New York suburbs spend 200% more money per pupil than inner-city public schools in the Bronx.
- A comparison study of American and Taiwanese fifth-graders revealed that 63% of American students had their own desk at home, compared to 95% of Taiwanese students. Taiwanese parents helped their children with their homework 90% more often than American parents did.
- 23 million Americans are functionally illiterate – and the figures are growing worse.
- In segregated inner-city schools, 60% of the students do not graduate.

The Convention states . . .

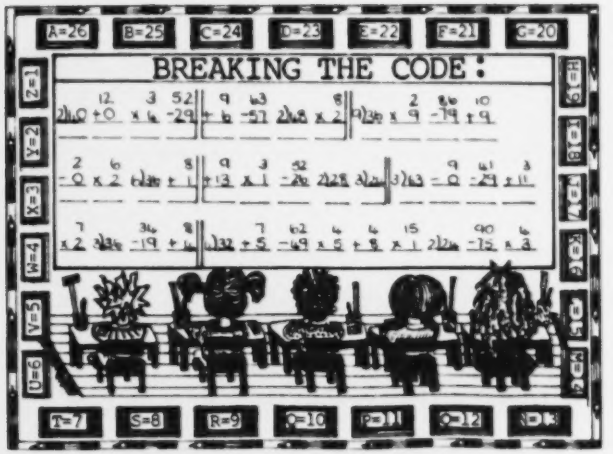
The child has a right to free and compulsory primary education, equal access to secondary and higher education and school discipline which reflects the child's human dignity.

The State shall ensure that education is directed at developing the child's personality and talents; preparing the child for responsible life in a free society; and developing respect for the child's parents, basic human rights, the natural environment and the child's own cultural and national values and those of others.

See Articles 28 and 29

Discussion Questions

- ☐ As a student, how can you make sure you get a good education?
- ☐ Who was the person who most encouraged you to get a good education? How did s/he inspire you?
- ☐ Have you ever been afraid to go to school? If so, why? Is there anything your class or teacher could do to solve the problem?
- ☐ Can you identify any course you've taken or school activity that developed your respect for: (a) your parents; (b) basic human rights; (c) the natural environment; (d) your cultural and national values, and those of others?
- ☐ Why would free universal public education be essential in a democratic society?
- ☐ Many people who receive poor schooling or who do not receive help for special problems remain illiterate, through no fault of their own, and suffer discrimination. How much of your information comes from what you read? If you did not have access to any of this information, how would it affect the way other people judge you?
- ☐ How might being illiterate affect your ability to find a job? Endanger your life? Land you in jail?
- ☐ Suppose you were an illiterate parent and your children were literate. What special problems would you face?



Source: Molo Songololo, Cape Town, South Africa

Activities

1. Imagine you are Barbara Johns. You've called an assembly. In a few minutes, you will be speaking to your friends and teachers. Write a speech.
2. If you were a principal, how would you improve your school? List all the steps you would take. Which are individual? Which are social? Which are political? As a class, discuss and prioritize these steps. How many can you begin doing today?
3. Graph your school day. Plot the time you spend in academics, as opposed to sports, transport, social activities and extra-curricular activities. Researchers say that U.S. students spend, on average, 65% of the school day on academics. How do you compare?
4. List the factors in your life that you feel violate your right to receive the best possible education.

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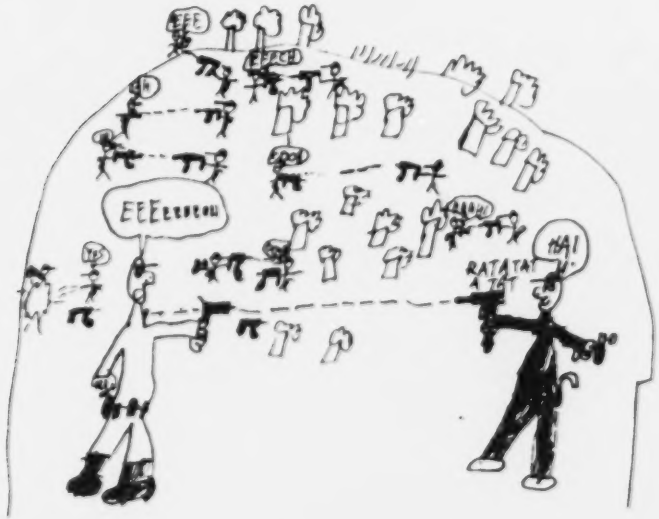
Armed Conflicts

A Child at War

At the age of 9, Andrew fought as a soldier in battle in the civil war in Uganda. In 1986, he marched with his unit into Kampala, the capital of Uganda, together with 3,000 other children under 15 – including 500 girls – who were uniformed combatants in the victorious National Resistance Army, under the leadership of General Yoweri Musveni.

Andrew had enlisted after seeing his family die in war. Officers taught him ways to kill and gave him a machine gun.

After the fighting ended, a surviving sister helped Andrew find a place in a school near Kampala. He made excellent progress until a classmate picked a fight. Instinctively reverting to his training, Andrew used his combat skills to seriously injure his friend.



Chris – United States

- Sendero Luminoso ("The Shining Path", a guerrilla organization in Peru) has focused its recruiting on boys and girls 13, 14 and 15 years old, because children are considered to be easy to influence.
- In 1986, 150,000 Iranian schoolchildren volunteered to go to war against Iraq. 60% of all volunteers were children. Over 50,000 Iranian children between the ages of 12 and 15 were killed in combat. Children were frequently sent to the front to blow up mines. Kazem Akrami, the Iranian Minister of Education, said, "Children make the best soldiers at the front."
- Dr. Neil Boothby studied children who fought as soldiers in Kampuchea. He found that children who had inflicted violence were far more traumatized than children who had suffered violence.
- There are 10 million children bearing arms throughout the world; in 1989, they were fighting in 22 wars.

The Convention states . . .

The State shall ensure: respect for the rules of international humanitarian law applicable in armed conflicts and relevant to the child; that no child under 15 takes a direct part in hostilities; that no child under 15 is recruited into the armed forces, with priority given to the oldest of those between 15 and 18 years of age; that all children affected by armed conflict benefit from protection and care.

See Article 38

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Discussion Questions

- ☐ Why do you think some generals might prefer children as soldiers?
- ☐ Do you think children might take more risks than adults? If so, why?
- ☐ What are the differences between games adults play and games children play?
- ☐ Have you ever been so involved in a game that you didn't go home when you said you would?
- ☐ Have you ever been so involved in a game that you hurt someone, or treated a friend differently from the way you would if you weren't playing a game?
- ☐ Why are team sports exciting?
- ☐ Has anyone ever tried to convince you to do something dangerous – because that would make you seem older than you are?
- ☐ Why do you think that children who inflict violence suffer more than children who are hurt?
- ☐ What problems would a child who had fought in a war have when s/he returned to her/his family and school?
- ☐ Sometimes children who have had to assume adult responsibilities have trouble functioning in school. Why would this be?

Activities

1. Children are increasingly casualties of war, even when they aren't fighting as soldiers. In World War I, 90% of the victims were soldiers, and 10% were civilian women and children; in current wars, an average of 10% of the victims are soldiers, and 90% are civilian women and children.

   Research and discuss the ways in which wars and weapons have changed since 1914.

2. Imagine you are Andrew. Write a letter to your friend explaining why you hurt him.
3. Wars can be resolved by international cooperation. Make a list of those rights of the child which are dependent on international cooperation.
4. Subscribe to and contribute to *The Children's Piece*, a newsletter containing poems, drawings and articles written by children about peace in the world. Write to Coalition for Peace, No. 12 Pasaje de la Paz, Project 4, Quezon City, Philippines.

Refugee Children

Fleeing from Civil War

In 1983, peasant families fled from Government soldiers during the war in El Salvador. Hundreds of women and children were killed by the Salvadoran army as they crossed the Lempa River into Honduras. When the refugees arrived in Honduras, they were welcomed and sheltered by peasant families, even though Honduras is the one of the poorest countries in the world.

Eventually, the refugees were forced to settle in camps guarded by the Honduran army.

The refugees organized their own committees and ran their own small factories and vegetable gardens. However, the Honduran army did not allow the refugees to leave the camps. In 1985, a two-month-old refugee baby, Gloria Nohemy Blanco, was killed by Honduran soldiers.

Many refugees were troubled over their isolation and the fact that they were not allowed to educate their children in their own culture. Many refugees voted to return to El Salvador, even though the war was still going on and they faced death. They believed they would have a better chance of surviving than before, as they were now organized with their own elected representatives.

One group of refugees returned to their home village of Santa Marta in El Salvador. Even though they had obtained permission from the Salvadoran government to resettle in the area, their resettlement camp was bombed the day they returned.

They insisted on staying.

- In 1989, 21.7% of the population of El Salvador had been displaced by the war, either to different parts of the country or to foreign countries.
- In 1989, 71% of Salvadoran refugee children under five suffered malnutrition. Among Salvadoran children who were not refugees, the figure was 27%.
- 90% of refugees say they would like to return home when the war is over.

The Convention states . . .

The State shall: ensure special protection and assistance to children who are refugees, or are seeking refugee status; cooperate with refugee organizations in efforts to protect and assist such children and to trace the parents or close relatives of any refugee child in order to obtain information necessary for reunification.

See Article 22

38

Refugee Children

Discussion Questions

- ☐ What does the word "refugee" mean to you?
- ☐ Have you ever been put in a class where you didn't know anyone? How did you feel? Did people make you feel welcome or unwelcome? How?
- ☐ Has your family ever moved? How did you feel about it?
- ☐ How do you feel when you walk down the street of a neighborhood you don't know?
- ☐ What does the word "home" mean to you? What are the particular things about the place you live that make it home?
- ☐ Have you ever been with children who didn't speak your language? If so, how did you communicate? What would you do if a child who didn't speak your language were crying?
- ☐ Political officials have claimed that children cannot be political refugees, as children are too young to have political opinions. Do you agree with this argument?

Activities

1. Imagine that you have just arrived from a country at war and speak a different language. You have been separated from your family and have no money. You are in a camp guarded by soldiers. How can you convey your needs? What problems do you face? Write an entry for your secret diary describing your feelings. Write a letter to your mother, who stayed behind in the country you were forced to leave.
2. Contact Defense for Children International-USA for the names and addresses of refugee children and refugee camps, in the U.S. and throughout the world, for a letter-writing project.

Children with Disabilities

A Young Athlete

Joseph was a seven-year-old child born without the ability to hear normally. He lived in a suburb near Rochester, New York. His parents provided him with all the medical attention and special care he needed. His school provided sign interpreters and special equipment to help Joseph gain as much as possible from his education. A sociable and outgoing child, Joseph had many "hearing" friends his own age. He was athletic, and his favorite sport was soccer.

However, Joseph's school would not allow him to play soccer or any of the other active sports that his friends were allowed to play. School authorities felt that Joseph might hurt himself.

Joseph's parents appealed this decision to the school board. Joseph's parents, physicians and others who had worked with him outside of school all felt he should be treated like any other child.

Joseph's father wrote Ken Herrmann, a children's rights advocate, for help. Ken Herrmann sent letters to the school superintendent. He noted that Joseph had the right to receive special help with his hearing impairment—and also the right to be treated like any other child.

The school superintendent agreed and changed the ruling. Joseph was no longer discriminated against because of his hearing difficulties, and he continued to receive special help in the classroom.

As Joseph grew up, he received awards for his accomplishments in sports.

Source: Molo Songololo, Cape Town, South Africa

The Convention states . . .

A mentally or physically disabled child has the right to a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate active participation in the community. The State shall provide special care, free of charge, whenever possible, to ensure that the disabled child receives education, training, and services leading to the fullest possible social integration and individual development.

See Article 23

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Discussion Questions

- ☐ Joseph could not hear with his ears. He was, however, able to "hear" with his sight through sign language, with his sense of touch through vibrations and with his emotions. Was Joseph really "disabled", or did he just hear in different ways than the majority of people?
- ☐ Are we all disabled in some way? Don't we all have different abilities in many different areas?
- ☐ Should a child's receipt of necessary rehabilitation or special education because of a disability depend on his/her parents' ability to pay for these services?
- ☐ Do you think the school authorities were trying to protect Joseph when they refused to let him play soccer? Can you think of times in your life when you felt you received too much protection?

Activities

1. Try to put yourself in the position of a child with a visual disability.
   a. Borrow a pair of sunglasses or goggles and cover the lenses with dark paper. Borrow a cane. With a partner to accompany you for safety, and under the teacher's supervision, walk using the cane. After five minutes, change places with your partner.
   b. Collect a variety of door and room keys. Put them in a small box. Take out one key and study it. Then put it back in the box, mixing it up with the other keys. Close your eyes and reach into the box. Identify the key by touch.
2. Try to put yourself in the place of a child with a hearing impairment.
   a. Sit facing a partner. One person "talks" silently to the other, mouthing the words. Try to carry on a conversation which includes asking questions of the "hearing impaired" partner. After 5 minutes, change places.
   b. Borrow a radio. Turn it to a volume which is barely audible. Listen to a news station for 3 minutes. Write a summary of what you heard.
3. Hold a class discussion about the simulations. Did you encounter problems you would not have anticipated? How did others react to you during the simulation? How did these reactions make you feel?

Abuse and Exploitation

The Gut Run

Michael W. lived with his father and mother and two older sisters in southern Michigan. He tried to keep up with his classmates in spite of several handicaps. A fifth grader, he belonged to the Boy Scouts and the 4-H Club, and had many friends.

One day, his parents received word from Michael's school that he had died suddenly. Michael's principal said, "We can take comfort in the fact that he died while doing what he liked to do best: playing touch football."

But when the newspapers talked to the children at Michael's school, another story was revealed. Michael's friends said, "Our teacher made him do the 'gut run'."

The 'gut run' was a punishment imposed for breaking minor rules. Students were ordered: "Run to the tree." The course was over 1,000 feet – the length of three football fields – over very rough ground. If a child didn't finish in under two minutes, he or she was forced to do it again. One day, the punishment was given to Michael because he had talked in line.

Michael had a heart problem for which he had undergone surgery. In addition, a case of meningitis in infancy had left him with a pronounced limp. One leg was almost an inch shorter than the other. He wore a leg brace and his balance was poor. He was taking a medication prescribed for a learning problem.

Michael's medical record, which his school had on file, suggested he avoid continual strenuous exertion. Michael did his best to explain his problems. He protested he wouldn't be able to run. The teacher refused to listen, insisted the order be followed and left the students unsupervised.

Michael ran for 100 feet over the uneven course, grabbed his chest and collapsed. His mother said, "We can cope with the loss of our son because of a heart problem, but not because of his teacher."

- Nearly 1.9 million children nationwide were reported as victims of child abuse and neglect in the U.S. in 1985.
- Reports on child fatalities identify drug use by adults as a leading cause of the abuse and neglect of children.
- Reports indicated a 126% increase in child abuse in the U.S. during 1985.

The Convention states . . .

The State shall protect children from all forms of physical and mental abuse, neglect or exploitation, including sexual abuse, child prostitution and participation in child pornography, and all other forms of exploitation prejudicial to the child's welfare.

The State shall provide preventive and treatment programs in this regard.

See Articles 19, 34 and 36

Discussion Questions

- ☐ Why do children need special protection?
- ☐ Why should the teacher have known he should listen to Michael?
- ☐ Who, if anyone, was responsible for Michael's death? Why?
- ☐ What other punishments could the teacher have used without hurting Michael?
- ☐ Under what conditions would running laps be an acceptable punishment?

Activities

1. Imagine you're a journalist sent to cover Michael's death. Write an article.

   What do you hope your readers will learn from your story? Explain in a paragraph.

2. List what you consider to be the major problems in U.S. society today. Which problems do you think might cause an increase in the abuse of children?

Child Labor

Hong Biu Yun of China

Hong Biu Yun claims to outsiders that she's seventeen years old—the legal working age in Sheekou, China, where she works 14 hours a day assembling motorized Mickey Mouse toys. But judging by her looks, she's more likely to be a twelve year old.

Hong Biu Yun has to work seven days a week or she will lose her job. She lives in a factory dormitory and shares her bed with two other girls her age.

The toys she makes are exported to the U.S. Before the Christmas season, when U.S. demand is high, she may have to work a 24-hour shift.

Hong Biu Yun makes about $19 per month. She would have to work for 70 hours to have enough money to buy one of the toys she makes.

- In Sri Lanka, children are employed on tea plantations at the age of 5. People living on tea plantations have lower literacy levels than people in the rest of Sri Lanka. The mortality rates are double those of Sri Lanka as a whole, and 85% of the child workers suffer malnutrition.
- Issiya, a worker at a rug factory in Morocco, was 4 years old when reporters found her weaving at a loom.
- 80 million dolls imported to the U.S. each year at Christmas are made by child workers.
- In the U.S., 530,000 school-age children are engaged in migrant labor. In some regions, 90% of these children drop out of school.
- In the Soviet Union, 35,000 school children were hospitalized due to work-related accidents in 1986.

The Convention states . . .

The child has a right to be protected from economic exploitation and from performing any work that may interfere with the child's education, be harmful to his or her health or physical, mental, spiritual, moral or social development.

The State shall take legislative and administrative measures to provide for minimum ages for employment, regulation of hours and conditions of employment and appropriate penalties for the effective enforcement of these regulations.

See Article 32

Child Labor

AFTER SOME TIME...
SOME NEW FRIENDS ARRIVED IN THE FACTORY
MORE KIDS FROM THE VILLAGE COME TO WORK HERE!
SHOW THE NEWCOMERS WHAT TO DO.
SAMROENG SHOWED THEM
HOW TO BITE THE WIRE
AND FIX THE BRACKETS
MEANWHILE, THROUGH THE WINDOW HE WATCHED THE...
...CONSTRUCTION WORKERS
SUDDENLY, HE THOUGHT
I AM A WORKER ALSO!
BUT AT 6pm THE WORKERS LEFT
WHERE ARE THEY GOING?
GOING HOME TO RELAX THEY HAVE FINISHED THEIR WORK FOR THE DAY
THEY HAVE GONE, I HAVE TO STAY HERE ALL THE TIME! I WORK UNTIL 11pm EVERY DAY OF THE WEEK I AM NOT A WORKER, I AM A SLAVE

Source: Center for Protection of Children's Rights Foundation for Children and Child Workers in Asia Support Group, Bangkok, Thailand

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United States: In the first 9 months of 1986 in Massachusetts, there were 1,508 cases of youths aged 14 to 17 who were injured on the job, and nearly every case involved illegal work.

Morocco: In 11 carpet factories, 350 of the young women employed were younger than 12 years old. Normally, they start at 7 years of age to gain experience. Issiya at the Makina rug factory in Fez was 4 years old.

Thailand: Children under 12 are paid about $70 a year, work 10 hours a day, have poor living conditions and no medical care.

Mexico: The number of children aged 8 to 14 who work cutting sugar cane is estimated to be 20,000.

Sri Lanka: Children are employed on tea plantations at the age of 5. 85% of these children suffer malnutrition.

Malaysia: On the rubber plantations, 56% of working children between 10 and 12 years old work eight hours a day, for a total pay of about $1.25. On the oil palm plantations, 60% are 6 to 10 years old.

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Discussion Questions

- ☐ Imagine you had worked ten hours a day since you were 4 years old. Supposing the other students in the class had gone to school. What problems would you have fitting in?
- ☐ Have you ever thought someone was stupid because they couldn't read or write as well as you can?
- ☐ Look through all the articles of the Convention on the Rights of the Child. Which rights would have been violated in you'd been forced to live and work in a factory since the age of 4?
- ☐ Can you think of work that children ought to do? What are the differences between work that children ought to do and work that is bad for children?

Dr. Neera Burra, a researcher in India, writes:

"An interesting fact I observed was that workers who had started very young and worked for 15 or 20 years earned exactly the same amount as the new adult entrants."

"The reason for this state of affairs, I was told, was: 'If you start working young, your mentality changes and you lose all purpose in life except to carry on with whatever you get. There is no fight left in you so you don't ask for your just dues. That's why employers prefer children. Also, you have to be really desperate in the first place to start working so young and the spirit is beaten out of you by the time you are an adult. Those who start working as adults earn more than those who started off as children.'"

Activities

1. Write the words "child labor" a hundred times. How would it affect you if you had to spend 85 hours a week performing the same task for 4 cents an hour?
2. Do you think it's fair that U.S. children play with dolls made by child laborers, who work for barely enough to eat?

   Write to the manufacturers of these toys, and ask them why they use child labor to make their products. Addresses of companies which allegedly use child labor are available from Defense for Children International-USA.

Juvenile Justice

The Supreme Court Decides a Child's Future

Gerald Gault, age 15, was taken into custody by a sheriff on June 8, 1964. He was placed in the Children's Detention Home in Gila, Arizona, as a result of a complaint from a woman that he had made an obscene phone call to her. Gerald's parents were at work and were not told the boy had been arrested and detained. When they came home, they found Gerald missing, and no message. Gerald's brother went to look for him and learned he was being held at the detention home. His parents called the sheriff's office and discovered that Gerald's case was due to be decided at a hearing the next day.

When Gerald's case was heard, the woman who filed the complaint was not present, and Gerald and his parents were not told what the accusations were. Gerald was sent back to the detention home.

At a second hearing, no evidence was presented against Gerald, and he was not allowed to tell his side of the story. Gerald was sentenced to the detention home for six years.

The case was then taken to higher courts. At last, the Supreme Court agreed to hear this case and decide if Gerald had been treated fairly in the previous hearings. The judges' decision would determine Gerald's future. He could have spent the rest of his childhood locked up—and his adult life labeled as an "ex-offender"; instead, he was set free and reunited with his family.

If Gerald had been an adult, he would have had the right to a fair hearing. The worst punishment he could have received under law would have been a fine of $50 and imprisonment for two months.

In re Gault *became famous as the legal decision that gives children the right to "due process"—the legal protections that the United States Constitution provides for adults in a court hearing.*

- In Canada in 1985, 46% of young offenders who were found guilty were let off with a warning, but only 15% of Native Americans were freed with a warning. In one children's detention center, the Regina Correctional Institution in Saskatchewan, 90% of the inmates were Native Americans, though Native Americans represent only 3.5% of the Canadian population.

The Convention states . . .

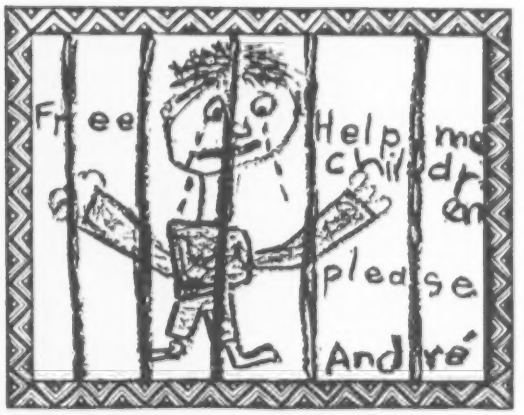
The State shall ensure that children are protected from: torture or other cruel, inhuman or degrading treatment; capital punishment or life imprisonment; and unlawful or arbitrary deprivation of liberty.

Accused children have the right to be treated with dignity, presumed innocent until proven guilty in a prompt and fair trial and detained separately from adults. They have a right to legal or other assistance and to maintain contact with family. Alternatives to institutional care shall be made available.

See Articles 37 and 40

Discussion Questions

- ☐ Why do you think the judge in Arizona did not give Gerald Gault the same protections adults receive in court?
- ☐ Should children be treated the same as adults in court? If not, in what circumstances should they receive different treatment?
- ☐ Adults often speak of protecting children. But children who are accused of breaking rules often receive harsher penalties than adults would receive for the same offense. Can you think of examples of this?



Source: Molo Songololo, Cape Town, South Africa

Activities

1. Imagine you are Gerald Gault. It's the night after you have been sentenced to 6 years in detention, and you can't sleep. What are the things that bother you most? Write a letter to the judge. Write a letter to your parents.
2. Research the concepts of "*habeas corpus*", "due process" and "right to appeal". Which of Gerald's rights were protected? What rights was he denied?
3. Simulate a courthouse in your classroom and act out the trial. Play the parts of the prosecutor, the judge, expert witnesses, the defense lawyers, the family and Gerald Gault.

Narcotics

Children against Drugs

In 1989, the people of Tarqui, a poor community of 30,000 in Ecuador, were agonized by the sudden disappearance of two children, an 8 year old and a 7 year old. After a long search, the children were found dead. An autopsy revealed that they had taken an overdose of narcotics.

Shocked, local people were forced to realize that drug use was widespread among their children. They came to understand that the attraction of the drugs was very strong because the children felt they had very little future in the community, where many adults were jobless, and they had no way of escaping to a world of broader horizons. The children led desperately lonely lives, and neither their families nor government agencies had the power to provide for them adequately. The adults came to the conclusion that life in the community must be changed, so that children would feel more responsible and less neglected.

Family members, friends of the children who died and community activists agreed to form the Committee to Defend Children. The first priority of the Committee was to reach the youngest children in the neighborhood with factual information about the health effects of drugs, including alcohol and tobacco. Volunteers set up courses in the local elementary schools.

Local people with skills volunteered to teach children carpentry, sewing and other crafts, so they would have a greater sense of their own potential. The Committee established Safe Houses—a network of businesses, churches and public places where adults and children were ready to help children who needed advice or protection—throughout the community.

None of the Committee work could guarantee immediate results against the destructive force of drugs. However, the Committee made a commitment to make small changes in the daily life of the community on a permanent basis, without waiting for the shock of another child dying of an overdose.

- In some U.S. schools, a major cause of truancy is that students are scared of being pressured by drug dealers.
- In the U.S., 35% of infants exposed to cocaine as fetuses had lesions—'holes'—in various areas of their brains, according to a 1990 study.
- Government figures indicate that in the U.S., if present trends continue, in a decade there will be 4,000,000 babies and children who will require special services because they were exposed to cocaine in their mothers' wombs.
- The New York City Health Department estimates that births to substance-abusing mothers in New York City increased 3,000%—over 30 times—in the past ten years.
- A 16-year-old child, Remy Berrios, was allegedly killed by prison guards in Bolivia while being forced to manufacture cocaine in a drug-producing factory the guards ran inside a prison.

The Convention states . . .

The State shall ensure that the child is protected from the illegal use of narcotics and psychotropic substances, and prevent the child from being used in the illegal production and trafficking of such substances.

See Article 33

Discussion Questions

- ☐ People in Tarqui initially denied that their children faced a drug problem. Can you think of cases of denial in your community?
- ☐ Who is responsible for children born addicted to narcotics?
- ☐ Why would some drug traffickers specifically target children?
- ☐ When children are forced to deal in drugs, is it a form of child labor? Is it exploitation?
- ☐ What problems do you think people are trying to solve when they take drugs?
- ☐ Have you ever wanted to go to someone for help with a problem – but felt your problem wasn't important enough? What reasons might stop someone from asking for help for a drug problem?
- ☐ Who would you talk to, if someone invited you to try a drug, or sell or transport a drug?
- ☐ If people had power to change their lives, would they be less likely to take drugs?

Thomas – Australia

Activities

1. In small groups, discuss what the class could do to fight drugs as a social problem. Have each group leader present the group's plan of action.
2. Imagine that a 7-year-old child you know just died of a drug overdose. You and your classmates attend the funeral and watch the coffin being buried. You cry. After the service, you shake hands with the parents. Then you gather with friends and plan changes so this won't happen again. What changes do you make in your community? What changes do you make in your school? What changes do you make in yourself?

Rehabilitative Care

Enid Fourie

Enid Fourie teaches mathematics to tenth graders in a Black township in South Africa. In 1986, the racist South African government declared a state of emergency and suspended all civil liberties for the inhabitants of Black townships. Police began a campaign of violence against children. Four children from Enid's class were tortured by police.

Enid was furious, and deeply frustrated. Enid had always motivated her students to study hard in order escape from poverty. But the South African police, together with gang members, targeted her best students for attack.

Despite the violence, Enid was determined to keep on teaching. She believed that children needed to learn responsibility and basic academic skills. But she realized that she would have to work outside of the classroom, as well, to help create a society where all children would be accepted and encouraged to use the skills they had learned.

In 1987, together with other activists, Enid founded a legal center which provides free lawyers for children who have been imprisoned and are at risk of torture. Almost all the children who were represented by these lawyers were able to prove their innocence and were set free.

However, once released, the children were still subjected to harassment at the hands of police and gangs. Children who had been tortured were terrified of the future and felt that no one understood what had happened to them.

In 1990, together with other professionals, Enid founded the Methodist Post-Trauma Center for the Children of South Africa, to promote the psychological and physical rehabilitation of children who have suffered politically-motivated torture in South Africa. The Center provides a space where children can feel safe, get an education and play with friends who have shared their experiences. They also receive psychological and physical therapy. The goal of the Center is simple: to provide a family atmosphere where children can learn to trust and plan for the future.

The Convention states . . .

The State shall promote the physical and psychological recovery and social re-integration of child victims of abuse, neglect, exploitation, torture or armed conflicts in an environment which fosters the health, self-respect and dignity of the child.

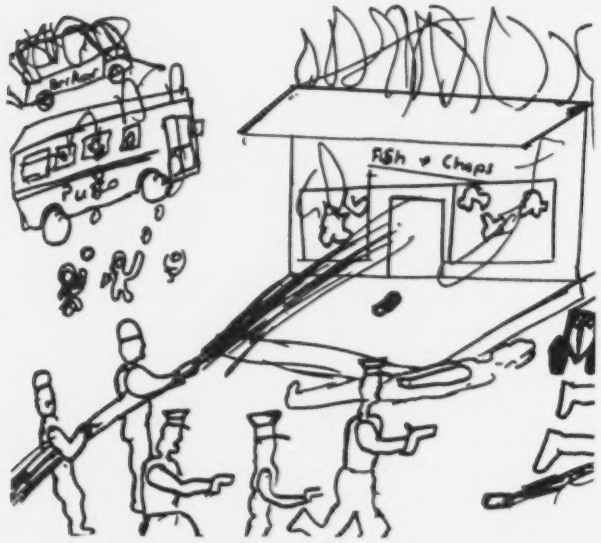
A child who has been placed for the purposes of care, protection or treatment of his or her physical or mental health has a right to a periodic review of all aspects of placement provided.

See Articles 39 and 25

Rehabilitative Care

Discussion Questions

- ☐ Have you ever been hurt by somebody – and blamed yourself?
- ☐ Suppose you had been put in jail by a dictatorship. What problems might you face when you were let out?
- ☐ Has anything ever happened to you that other people couldn't understand?
- ☐ Have you ever felt that you had overcome a problem – and then had it bother you later?
- ☐ Why would a right to rehabilitative care be especially important for children?



Mongezi – South Africa

Activities

1. Imagine you are in charge of a rehabilitation center for children who are victims of violence. What kind of environment would a child need? How might you spend a day with him/her?
2. Imagine you're Enid Fourie. The South African police come to your classroom. What do you tell them?
3. Write to Enid Fourie in South Africa, in care of Defense for Children International-USA.

Freedom of Thought, Conscience and Religion

Duduzile Zama

In 1976, Duduzile Zama was a 13 year old living in Soweto, South Africa. She was a happy child with a close family. She and her friends placed great importance on education. They realized that as Blacks in South Africa, their future plans were limited because of the vicious segregation imposed by the racist government. However, the children studied very hard. They believed that some day they would have an important role to play in a free society.

One morning, a white official from the government arrived at the school and called an assembly. The group convened in silence. Even the teachers didn't know why the visitor had come.

The official announced that the language of instruction in the school was going to be changed. The children would no longer be allowed to learn in English; they would have to study in Afrikaans, the dialect of Dutch spoken by the white rulers, whose ancestors came from Holland to colonize South Africa. They would be able to read only the limited number of books written in that language. The knowledge they had worked to acquire in English would be useless. They would be tested in Afrikaans, and their scores would be ranked against those of white children who had studied in Afrikaans since kindergarten.

Duduzile and her friends couldn't believe it. They knew they would have to do something. No one was going to start studying Afrikaans and make the other students look bad.

The students went home and told their parents. They painted protest signs in English on old sheets and used scrap wood to make banners.

Then they gathered at a local sports stadium and marched to their school. But the army and secret police had found out their plans. The children were met with gunfire. Many were killed. Duduzile ran home in panic—only to learn that a warrant had been issued for her arrest. Immediately, her mother and father pooled their savings and smuggled her out of the country.

After years as a refugee, Duduzile found her way to the United States. She realized her dream of finishing college and helping people. She became a social worker in Cleveland and worked with people who were separated from their families. She still looks forward to the day when she can go home to a free South Africa.

The Convention states . . .

The child has a right to freedom of thought, conscience and religion. The State shall respect the rights of parents or guardians to provide direction in the exercise of this right.

Children of minority communities and/or of indigenous origin have the right to enjoy their own culture, practice their own religion and use their own language.

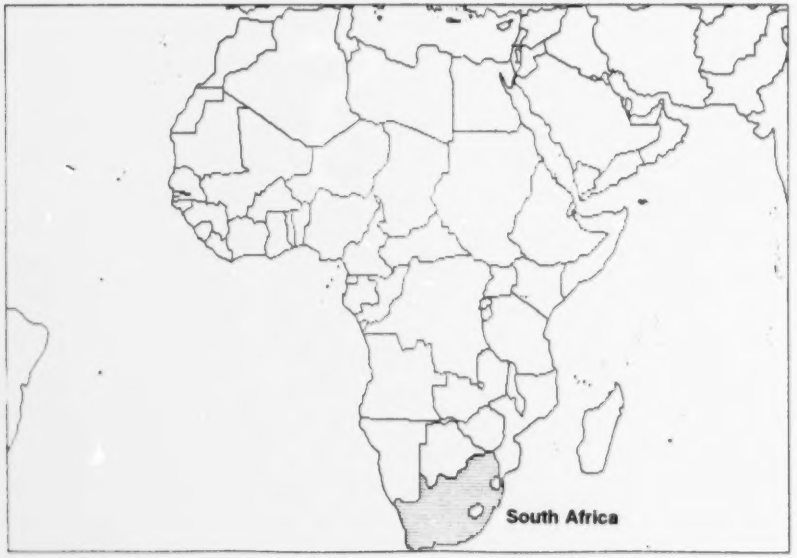
See Articles 14 and 30

Freedom of Thought, Conscience and Religion

Discussion Questions

- ☐ How would it affect your "freedom of thought" if your language were changed at an adult's orders?
- ☐ Did Duduzile Zama and her friends have the right to use the language they had learned at birth?
- ☐ Why do you think the racist government reacted so harshly to the children protesting?
- ☐ Why do you think Duduzile Zama became a social worker and helped families reunite?

Africa



Activities

1. Was Duduzile Zama right to take her education seriously, even though she was discriminated against? Explain your answer in a brief paragraph.
2. Put on a play. Act I: The Official Announcement. Act II: Organizing The Protest. Act III: The Confrontation. Act IV: Exile. Act V: Duduzile Zama is reunited with her friends in a free South Africa.
3. Imagine you're Duduzile Zama in Cleveland. Write your parents a letter about your new life. What might you have learned?

Freedom of Expression and Information

Ideas in Action: Children Organize to Protect the Earth

"These are the times that try men's souls," wrote Tom Paine, a hero of the American Revolution, in 1776. In his pamphlet, "The Crisis", Tom Paine encouraged every citizen to work for a free and fair world.

Tanja Vogt was a 15-year-old high school sophomore studying American History in New Jersey. It didn't make sense to her to study the heroes of the American Revolution without doing her part to improve the world around her. She wondered what problems she and her friends faced that might be similar to the problems Tom Paine faced in 1779.

Tanja was very concerned about the environment. She had read that polystyrene, a material used to make "disposable" plastic food containers and trays, contained chemicals whose manufacture creates gases that are dangerous to the earth's atmosphere. The "disposable" objects were made to be thrown away after one use, but the material couldn't be burned or crushed without causing pollution. Tanja couldn't help noticing that her school cafeteria used "disposable" plastic trays.

Tanja felt it was her responsibility to do something about the trays. She wrote to the Board of Education. She polled students to see if they were willing to pay extra for paper trays, which are easily recycled. 72% of West Milford high school students said yes. In junior high, 86% said yes.

The School Board was impressed, and promised to use only paper trays in schools. Then the township promised to use only paper trays in all local government buildings.

The students felt they had won a victory. But a seventh grader disagreed. He felt that fighting pollution in one school district wasn't enough. Students began a letter-writing campaign to 700 schools in New Jersey. The State Commissioner of Environmental Protection, Christopher J. Daggett, heard about the students' work and personally visited the school to congratulate them. He didn't leave without doing his share. He promised to stop using disposable trays in his own department office buildings.

"I'm surprised it went this far," said Tanja. "Back in December, I thought we'd get the Board of Education to switch to paper in our school and that would be the end of it. And then, all of a sudden, it was like a chain reaction, and everyone started getting into it."

Tanja added, "The thing I like most about doing this work is that kids don't just learn about the environment – they want to work on their own issues, in their own schools." She concluded, "The main thing I've learned is that one person can make a difference. It's important for everyone to contribute, even in a small way, because together we can make a big impact on the world."

The Convention states . . .

The child has the right to: express an opinion freely and have that opinion heard; seek, receive and impart information and ideas of all kinds, through any media; freedom of association and peaceful assembly.

The State recognizes the importance of the mass media and shall ensure that the child has access to information from a diversity of national and international sources.

See Articles 12, 13, 15 and 17

Discussion Questions

- ☐ Why do you think environmental issues might be more important to young people than to older people?
- ☐ Many people feel freedom of expression is simply the right to "do your own thing." After reading Tanja Vogt's story, can you see why freedom of expression for children might benefit everyone in a society?
- ☐ Tanja Vogt organized a campaign to save the earth around the issue of plastic trays. Why might it be important to start "small" when you're working to improve the world?

Activities

1. For free information on students and the environment, write to: United Nations Environment Program, Regional Office for North America, Room DC2-0803, United Nations, New York, New York, 10017.
2. Study Tom Paine's writings. What issues might he be interested in if he were alive today? Organize a group in your class to do something about those issues.
3. At many times in history, people have taken things for granted that people in later generations found completely unacceptable. Examples of this are slavery and colonialism. Often, it just takes one person to stand up and show people what's wrong.

   Make a list of things we take for granted in our daily lives that future generations might find unacceptable.
4. Does your school use polystyrene trays in the cafeteria?

Protection of Privacy

Keeping Tabs on Children

In Cuba, the Committees for the Defense of the Revolution distributed a printed form for the use of people who wanted to inform the government concerning their neighbors' views.

This form, called, in Spanish, "Boleta Recogida de Opiniones" ["Leaflet For Recording Opinions"], contained space for recording the political opinions of people "up to sixteen years old".

People were encouraged to listen to their neighbors' conversations, and then secretly fill in the form. They were to describe their neighbors' opinions and whether or not they were "pro-revolutionary", as well as the reaction of other people who might be taking part in the conversation. The form was then supposed to be mailed to the government.

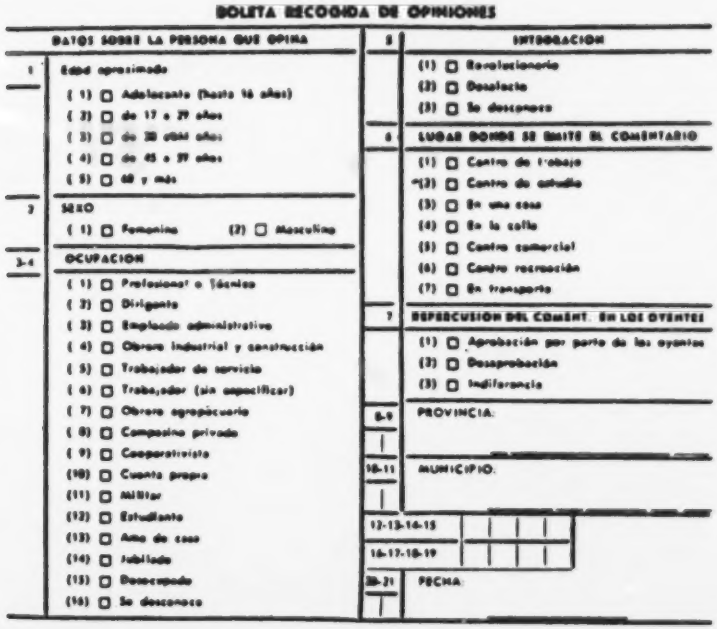
The Convention states . . .

The child has a right not to be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honor or reputation. The child has a right to protection of the law against such interference or attack.

See Article 16

Discussion Questions

- ☐ Has anyone ever read your mail?
- ☐ Has anyone ever read your diary?
- ☐ Has a friend of yours ever told another friend something you wanted to keep secret?
- ☐ Do you think children have more privacy or less privacy than adults? Who do you feel is most likely to violate your privacy – other friends? Teachers? Parents? Brothers and sisters? Government agencies?



BOLETA RECOGIDA DE OPINIONES

DATOS SOBRE LA PERSONA QUE OPINA

1 Edad aproximada
(1) ☐ Adolescente (hasta 16 años)
(2) ☐ de 17 a 29 años
(3) ☐ de 30 a 44 años
(4) ☐ de 45 a 59 años
(5) ☐ 60 y más

2 SEXO
(1) ☐ Femenino (2) ☐ Masculino

3-4 OCUPACION
(1) ☐ Profesional o Técnico
(2) ☐ Dirigente
(3) ☐ Empleado administrativo
(4) ☐ Obrero industrial y construcción
(5) ☐ Trabajador de servicio
(6) ☐ Trabajador (sin especificar)
(7) ☐ Obrero agropecuario
(8) ☐ Campesino privado
(9) ☐ Cooperativista
(10) ☐ Cuenta propia
(11) ☐ Militar
(12) ☐ Estudiante
(13) ☐ Ama de casa
(14) ☐ Jubilado
(15) ☐ Desempleado
(16) ☐ Se desconoce

5 INTEGRACION
(1) ☐ Revolucionario
(2) ☐ Desafecto
(3) ☐ Se desconoce

6 LUGAR DONDE SE EMITE EL COMENTARIO
(1) ☐ Centro de trabajo
(2) ☐ Centro de estudio
(3) ☐ En una casa
(4) ☐ En la calle
(5) ☐ Centro comercial
(6) ☐ Centro recreación
(7) ☐ En transporte

7 REPERCUSION DEL COMENT. EN LOS OYENTES
(1) ☐ Aprobación por parte de los oyentes
(2) ☐ Desaprobación
(3) ☐ Indiferencia

8-9 PROVINCIA:

10-11 MUNICIPIO:

12-13-14-15

16-17-18-19

20-21 FECHA:

Form used in Cuba by neighborhood surveillance groups, known as the Committees for the Defense of the Revolution, to inform on their neighbors' views

Activities

1. Do you ever feel that the questions in this book violate your right to privacy, by making you reveal feelings or opinions you think are nobody's business? If so, which questions? Write to the authors of this book and tell them which questions violate your privacy.

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Leisure and Recreation

Art at Smokey Mountain

"Smokey Mountain" is the name of a huge garbage dump in Manila, the capital of the Philippines, where thousands of poor children spend their lives sifting through trash for food or junk that might be sold to a dealer.

In 1986, a team of teachers from the Philippino Institute for the Protection of Children began working with these children. They told the children that they would learn from the children, and together they would create art projects.

The teachers gave the children colored chalk and paper and encouraged them to draw. Initially, the children drew only rectangular shapes in black. The teachers concluded that these were the shapes common to the children's landscape: shacks and mud.

After several sessions, the children began to draw different shapes and use colors.

The teachers found 12 children who wanted to put on plays. One of the 12 children recruited 24 others, and together they started a repertory theater company of actors between the ages of 7 and 13. These children now write their own plays and songs and choreograph their own dances, performing for the people in the community of ragpickers.

The Convention states . . .

Children have a right to rest and leisure, to engage in play and recreational activities and to participate freely in cultural life and the arts.

The State shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

See Article 31

61

Discussion Questions

- ☐ The children ended up doing bright drawings. Where did they see those colors?
- ☐ What do you think the teachers learned from the children?
- ☐ Have you ever felt you could work better – if only you had more time to sit and daydream? If so, did adults agree with you?
- ☐ Have you ever made solving a problem easier by: 1) drawing a picture to illustrate it; 2) making up a story about it; 3) listening to a song with lyrics which relate to the problem?
- ☐ Think of songs you listen to. What problems do you face in your life that the lyrics address?
- ☐ What is your favorite book? Does the plot relate to a children's rights problem? To a problem you experience in your life?

Source: Institute for the Protection of Children, Quezon City, Philippines

Activities

1. To celebrate the right to cultural expression, write a play about a children's rights topic and perform it as a class for your school. Alternatively, have each class member make up a skit about one topic. Pick the topics by lottery and let students volunteer to act the parts.
2. To celebrate the right to leisure, do nothing.

MÍR JE JAK KVETOUCÍ
STROM S PTÁKY VE VĚTVÍCH

PEACE IS AS
BLOSSOM TREE
WITH BIRDS UP
IN THE BRANCHES

...WHICH INDEED IS
THE LEAST OF ALL
SEEDS:
BUT WHEN IT IS
GROWN,
IT IS THE
GREATEST AMONG
HERBS, AND
BECOMETH A TREE, SO
THAT THE BIRDS
OF THE AIR COME AND
LODGE IN THE
BRANCHES
THEREOF

Markèta – Czechoslovakia

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U.N. CONVENTION ON THE RIGHTS OF THE CHILD — Unofficial Summary of Articles

Part I

Abuse & Neglect Article 19

The State to protect children from all forms of abuse, neglect and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Adoption Article 21

The State to regulate the process of adoption (including intercountry adoption), where it is permitted.

Armed Conflicts Article 38

The State to respect international humanitarian law, ensure that no child under 15 takes a direct part in hostilities, refrain from recruiting any child under 15 into the armed forces and ensure that all children affected by armed conflict benefit from protection and care.

Best Interests of the Child Article 3

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Child Labor Article 32

The right to be protected from economic exploitation and from engaging in work that constitutes a threat to health, education and development; the State to set minimum ages for employment, regulate conditions of employment and provide sanctions for effective enforcement.

Children of Minorities Article 30

The right of children of minority communities and/or of indigenous origin to enjoy their own culture, practice their own religion and use their own language.

Children without Families Article 20

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative family care, such as foster placement or Kafala of Islamic Law, adoption or institutional placement.

Definition of Child Article 1

Every person under 18, unless national law grants majority at an earlier age.

Disabled Children Article 23

The right of disabled children to special care and training designed to help achieve self-reliance and a full and decent life in society.

Education Article 28

The right to education; the State to provide free and compulsory primary education, ensure equal access to secondary and higher education and ensure that school discipline reflects the child's human dignity.

Education, Aims of Article 29

The States Parties' agreement that education be directed at: developing the child's personality and talents; preparing the child for responsible life in a free society; developing respect for the child's parents, basic human rights, the natural environment and the child's own cultural and national values and those of others.

Exploitation, Other Article 36

The State to protect children from all other forms of exploitation.

Exploitation, Sexual Article 34

The State to protect the child from sexual exploitation and abuse, including prostitution and involvement in pornography.

Family Reunification Article 10

The right to leave or enter any country and to maintain contact with both parents.

Free Expression of Opinion Article 12

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Freedom of Association Article 15

The right to freedom of association and freedom of peaceful assembly.

Freedom of Conscience, Religion Article 14

The right to manifest religion or beliefs; State to respect the rights of parents or guardians to provide direction in the exercise of this right.

Freedom of Information Article 13

The right to seek, receive and impart information through any media.

Freedom from Discrimination Article 2

Rights in this Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities or beliefs.

Health Care Article 24

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality, combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, develop preventive health care and abolish harmful traditional practices.

Illicit Transfer and Non-Return Article 11

The State to combat the illicit transfer and non-return of children abroad.

Implementation of Rights Article 4

The State to translate the rights in this Convention into actuality.

Juvenile Justice Article 40

The right of accused children to be treated with dignity. The State to ensure that: no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance and is not compelled to give testimony or confess guilt; alternatives to institutional care are available.

Leisure & Recreation Article 31

The right to leisure, play and participation in cultural and artistic activities.

Media & Information Article 17

The State to ensure access to information and material from a diversity of national and international sources.

Name & Nationality Article 7

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Narcotics Article 33

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Parental Care & Non-Separation Article 9

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Parental Responsibilities Article 18

The State to recognize the principle that both parents are responsible for the upbringing of their children and that parents or guardians have primary responsibility; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

Parental Responsibility, Respect for Article 5

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in this Convention.

Periodic Review Article 25

The right of children placed by the State for reasons of care, protection or treatment to have all aspects of that placement reviewed regularly.

Preservation of Identity Article 8

The right to preserve or re-establish the child's identity (name, nationality and family ties).

Protection of Privacy Article 16

The right to protection from interference with privacy, family, home or correspondence, or attacks on honor and reputation.

Refugee Children Article 22

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance.

Rehabilitative Care Article 39

The State to promote the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture or armed conflicts in an environment which fosters the health, self-respect and dignity of the child.

Sale & Trafficking Article 35

The State to prevent the abduction, sale and trafficking of children.

Social Security Article 26

The right, where appropriate, to benefit from social security or insurance.

Standard of Living Article 27

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and from abroad.

Supremacy of Higher Standards Article 41

The standards contained in this Convention not to supercede higher standards contained in national law or other international instruments.

Survival & Development Article 6

The child's right to life; the State to ensure the survival and maximum development of the child.

Torture and Capital Punishment Article 37

The State to protect children from: torture or other cruel, inhuman or degrading treatment; capital punishment or life imprisonment; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members and to have prompt access to legal assistance.

Part II

Committee on the Rights of the Child Article 43

Election of a Committee on the Rights of the Child to examine the progress made by States Parties in achieving their obligations under this Convention and establishment of rules of procedure.

Implementation of Convention Article 45

The right of the specialized agencies and UNICEF to be represented at Committee proceedings; the prerogative of the Committee to invite competent bodies to provide expert advice, to request the Secretary-General to undertake studies and to make recommendations.

Public Awareness Article 42

States to make the rights in this Convention widely known to both adults and children.

Reports by States Article 44

States to submit to the Committee reports on measures adopted which give effect to rights in this Convention and on progress made in the enjoyment of those rights, and to make the reports widely available to the public in their own countries.

Part III

Accession Article 48

This Convention to be open for accession by any State.

Amendments Article 50

Provision for amending this Convention if approved by the General Assembly of the U.N. and accepted by a two-thirds majority of States Parties; binding on those States Parties which have accepted it.

Authentic Text Article 54

Arabic, Chinese, English, French, Russian and Spanish texts of this Convention to be equally authentic.

Denunciation Article 52

Provision for denunciation of this Convention by a State Party to become effective one year after date of receipt.

Depositary Article 53

Designation of the Secretary-General of the U.N. as the depositary of this Convention.

Entry into Force Article 49

This Convention to enter into force on the thirtieth day after the twentieth instrument of ratification or accession deposited with the Secretary-General.

Ratification Article 47

This Convention to be subject to ratification.

Reservations Article 51

Provision for States to make certain permitted reservations on specific articles.

Signature Article 46

This Convention to be open for signature by all States.

U.N. CONVENTION ON THE RIGHTS OF THE CHILD

Full text of articles adopted by the U.N. General Assembly on November 20, 1989.

Preamble

The States Parties to the present Convention,

- *CONSIDERING that in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,*
- *BEARING IN MIND that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,*
- *RECOGNIZING that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,*
- *RECALLING that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,*
- *CONVINCED that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,*
- *RECOGNIZING that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,*
- *CONSIDERING that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,*
- *BEARING IN MIND that the need for extending particular care to the child has been stated in the Geneva Declaration on the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations in 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in its article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,*
- *BEARING IN MIND that, as indicated in the Declaration of the Rights of the Child adopted by the General Assembly of the United Nations on 20 November 1959, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",*
- *RECALLING the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,*
- *RECOGNIZING that in all countries in the world there are children living in exceptionally difficult conditions, and that such children need special consideration,*
- *TAKING DUE ACCOUNT of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,*
- *RECOGNIZING the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,*

Have agreed as follows:

Part I

ARTICLE 1

For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

ARTICLE 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

ARTICLE 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff as well as competent supervision.

ARTICLE 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in this Convention. In regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

ARTICLE 5

States Parties shall respect the responsibilities, rights, and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

ARTICLE 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

ARTICLE 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality, and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

ARTICLE 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

ARTICLE 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including

death arising from any cause while the person is in the custody of the State) of one or both parents of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

ARTICLE 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under Article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

ARTICLE 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

ARTICLE 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

ARTICLE 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

ARTICLE 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

ARTICLE 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

ARTICLE 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being bearing in mind the provisions of articles 13 and 18.

ARTICLE 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

ARTICLE 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

ARTICLE 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, *inter alia*, foster placement, *Kafala* of Islamic Law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

ARTICLE 21

1. States Parties which recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and

standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of this article by concluding bilateral or multilateral arrangements or agreements and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

ARTICLE 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

ARTICLE 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote in the spirit of international co-operation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

ARTICLE 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. The States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality,

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care,

(c) To combat disease and malnutrition, including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,

(d) To ensure appropriate pre- and post-natal health care for expectant mothers,

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of, basic knowledge of child health and nutrition, the advantages

of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,

(f) To develop preventive health care, guidance for parents, and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in this article. In this regard, particular account shall be taken of the needs of developing countries.

ARTICLE 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection, or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

ARTICLE 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

ARTICLE 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties in accordance with national conditions and within their means shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements as well as the making of other appropriate arrangements.

ARTICLE 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

ARTICLE 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for

the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of this article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

ARTICLE 30

In those states in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

ARTICLE 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to fully participate in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

ARTICLE 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of this article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admissions to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment; and

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of this article.

ARTICLE 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

ARTICLE 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

ARTICLE 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction, the sale of or traffic in children for any purpose or in any form.

ARTICLE 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

ARTICLE 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without

possibility of release shall be imposed for offences committed by persons below 18 years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of their age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his/her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

ARTICLE 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

ARTICLE 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and dignity of the child.

ARTICLE 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's re-integration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions which were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

i) To be presumed innocent until proven guilty according to law;

ii) To be informed promptly and directly of the charges against him or her, and if appropriate through his or her parents or legal guardian, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

ARTICLE 41

Nothing in the present Convention shall affect any provisions that are more conducive to the realization of the rights of the child and that may be contained in:

(a) The law of a State Party; or

(b) International law in force for that State.

Part II

ARTICLE 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

ARTICLE 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of 10 experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by the States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of the States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two-thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at the United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

ARTICLE 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned,

(b) Thereafter every five years.

2. Reports made under this article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1(b) repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly of the United Nations through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

ARTICLE 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, UNICEF and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, UNICEF and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, UNICEF and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, UNICEF and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

Part III

ARTICLE 46

The present Convention shall be open for signature by all States.

ARTICLE 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

ARTICLE 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

ARTICLE 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

ARTICLE 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that within four months from the date of such communication at least one-third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. An amendment adopted in accordance with paragraph (1) of this article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

ARTICLE 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

ARTICLE 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

ARTICLE 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

ARTICLE 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.